Ernest Pascarella urged us to consider two indicators of excellence in undergraduate education—student/alumnae outcomes and effective educational practice (2001).
Inconsistent faculty judgments

- Inability to communicate outcomes of
- Multiple learning experiences
- Lack of agreed upon achievement criteria

Academic currency:
Deficiencies in current
increased student learning
pedagogy and curriculum for
usefulness in revising
Intended as a common referent
Intended to describe what is
that outcomes have been achieved
agreement among faculty
Definitions:

Improvements:

Validity: criteria described what is
value for teaching and learning
- Previous assessment experiences
- Time and resources ($, expertise)
- Commitment
- Faculty motivation, interest, and
  student work samples (evidence)
- Systematic collection of representative
  Student permission
- Outcomes, criteria, standards, evidence

Student Work
Preparation for Analysis of
Assessment Protocols
Assessing Student Learning: Course, Program and Institutional Levels

1. Preparation: Determine purpose(s) and definition of assessment; Examine mission and values

2. Design assessment: Articulate goals, Develop clear outcomes, evidence, criteria, and standards

3. Alignment of curriculum and pedagogy with learning outcomes

4. Make outcomes, evidence, criteria, and standards “public and visible” (syllabi, programs, brochures)

5. Collect evidence of student achievement

6. Review and analyze student evidence

7. Revise outcomes and criteria, Improve pedagogy and curriculum for learner success
I do not give permission to use my work in the ULR analyses project.

I give permission to use my work in the ULR analyses project.

I understand that my name will not appear on the work samples at any time, and that the analysis of my work will not occur until after the course is complete, my work has been evaluated, and my grade has been assigned.

I understand that CSUNB is collecting student work samples for analysis in the process of examining the ULR's and related assessment processes. Faculty groups will analyze the work as part of a process of studying the ULR's and related assessment processes. Some of the requirements, faculty groups will analyze the work as part of a process of studying the ULR's and related assessment processes. Some of the analyses have been assigned.

You are asked to sign the release form below to indicate your permission for use of your work in this class. If you choose not to permit use of your work, you are also asked to sign the form below.

Course Name and Number:

Course Instructor:

Signature: __________________________

Print your name

DATE

RELEASE FORM FOR USE OF STUDENT WORK SAMPLES
(Usefulness)
Implications for Improvement •

(Validity)
Verification of Criteria (Validity)

(Reliability)
Achievement of Outcomes •
Holistic Reading - Check on

Analysis Process
review/analysis
Decision to have ongoing
Improvement of assessment
Changes in courses and pedagogy
Revision of criteria
Revision of outcomes
Student achievement or most outcomes
Verification and documentation of

produced the following:
The review/analysis process